

Our study concludes that case study technology used in class planning determines the development of the competences for participation and organization of collaborative activity, and thus influences on the formation of the subject of education.

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Voice message as an oral answer presentation method at lessons

This paper considers controlling oral tasks during a distance learning in the form of voice messages. Advantages and disadvantages of using messengers for this task are discussed. A list of recommendations is given to ensure a better result in preparing the voice message answer. Prospects for incorporating the voice message functionality into existing educational technologies are indicated.

Key words: voice message answers; distant learning; messengers; communication; studying process.

The current trend for continuous education and the pandemic of COVID-19 make distance learning technologies more relevant than ever before. This includes reimagining technologies invented for some other purpose for use in the process of education. One of such repurposed technologies is voice messages.

Every active mobile phone user met at least several times with a convenient function of many messengers which is voice messages. Some people think they are a necessary thing in communication at the distance, while others believe that using them is disrespectful to one's interlocutor [2], [3].

It is not a secret for anyone that in people's lives a lot of occasions because of which they are forced to study remotely. In this situation it is very hard to assess the work of the student, if they are connected through an online conference, due to the fact that they may have a weak connection and not being properly heard. If the person with the slow connection in the instructor, then the lesson can be considered a failure. Then voice messages come to the rescue [1].

Well, this convenient functionality has a row of advantages over the instant answer in an online lesson, one of which is low dependence on connection quality. Even if a student has a poor link this will not affect the quality of voice recording, only thing that can be happen is a prolonged sending of message, but it will not matter, if teacher sees how the student answers the question.

The advantages of voice message technology are not limited to distance learning at this point. This feature allows recording an oral response for home tasks that extends the large range of opportunities for learning languages. At this moment, homework as a rule consists of only written work or work with text, while oral skills are mainly checked during classes, which takes a lot of valuable face-to-face time (Also, teacher can response you at the moment because it is more easily to do instead of usual home tasks).

An additional advantage is that teacher will be much more comfortable to check the recorded work, as they will not have to divert their attention to make notes about the answer. It is enough to put voice message on pause to write down all necessary comments, not being afraid to miss something from the message when writing and then continue listening.

There are also several disadvantages connected to the voice message use in education. The first is that network users prefer conversational style of communication to the formal one, since they got used to communicating with people with less barriers, due to the fact that there is no non-verbal contact with

the interlocutor, and voice messages are no exception. Therefore, when answering to a teacher, students need to control both the form and intonation of answer, paying more attention to maintaining the stylistic consistency.

Additionally, as a result of implementation of this functionality in the education process some of the students can become irritated, due to the fact that before they used messengers only as an instrument for relaxed and calm non-official and informal communication. But now they will have to introduce an «irritant» into their «comfort» zone. We can bring us an analogy here with the fact that many people who were forced to switch to a distance learning format experienced discomfort by combining the learning process with everyday life at home. Since the home atmosphere tends to make people to relax at the end of a working day, in this situation it will be difficult to find and delineate this border [4].

Without departing far from the topic of home atmosphere, it is possible to identify the fact that it will be much easier for students to actualize their potential while staying in a comfortable place, since they will be without the influence of factors that bring pressure to bear on them, such as public presentation, the view of the teacher, groupmates attention, external noises etc. When giving response in a form of a voice message, a student does not need to limit oneself in gestures and movement around the room, which may also «strengthen» their answer.

After we dealt with advantages and disadvantages of this task response format, there is a need to understand how to correctly approach it.

- Make sure, that there are technical means available to give answer to the question or to the task. This can be a phone or computer, but the second one would require a microphone.

- Check that the recording quality is comfortable for listening and will be suitable for testing, for this it is necessary to make a trial recording and listen to it.

- The room in which the recording will take place must be without external noises. If you neglect this, then the final result will be uncomfortable to listen to, and this may be understood as a manifestation of disrespect by the instructor.

- Try to breathe less directly into the microphone.

- Control the loudness of your voice while answering the question or performing the task. Most probably, you had noticed that when a person speaks over the phone or records a voice message, they unconsciously start speaking more loudly than usual.

It is also advised to include into the recording some indication of the task or the question the student is being answering in this message.

Currently, the educational potential of voice messages is underdeveloped.

This is mostly due to the fact that it is seen as a day-to-day tool, used by many people without much thinking and thus avoiding attention from educationists. In theory, this functionality may be included into previously developed electronic learning courses in order to expand their functionality and capabilities. However, implementing exchange of voice messages through a common messaging platform into educational process is a new step in the direction of omnipresent learning, which is in line with the development of continuous education.

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